

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

English I

English/Language Arts Crosswalk – Overview:

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12/CCR. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

The emphasis that the Common Core State Standards (CCSS) place on informational texts is directed toward the sum of student reading – not just the reading in ELA setting. “The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.” Literacy in (not mastery of) subjects other than English is expected of students studying under the teaching and learning expectations of the Common Core State Standards (CCSS, 2010). Competency in this expanded view of literacy enriches the student’s communication skills and the audience’s knowledge and appreciation. It is expected that teachers in all subjects will understand and accept that teaching literacy is a shared responsibility.



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“To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts” (CCSS).

The scope and sequence of literature for North Carolina high school students allows for a literary experience that carries not only a global perspective but an opportunity to view U.S. literature and literary nonfiction within a global lens. Literary nonfiction (a type of informational text) uses artistic and literary techniques often associated with fiction or poetry to report on actual persons, events, or places. In each English course (I – IV) students are required to study U.S. documents “of historical and literary significance” as well as one Shakespearean play. The literature selections provide a vehicle by which to teach the CCSS standards and ensure that students will have a rich and diverse understanding of literature by the end of their senior year:

The **English I** course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It should include influential U.S. documents and one Shakespearean play.

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play should be included.

English III is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included.

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play should be included.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELA standards.



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www.corestandards.org

<http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx>

<http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf>



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English I

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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none">Demonstrating comprehension of main idea and supporting details.Making inferences, predicting, and drawing conclusions based on text.	
		2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none">summarizing key events and/or points from textidentifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	The Common Core State Standard (CCSS) is more specific with regards to thematic development.
		3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	5.01Read and analyze various literary works by: <ul style="list-style-type: none">determining a character’s traits from his/her actions, speech, appearance, or what others say about him or her.	CCSS requires students to consider how characters advance the plot or develop the story’s theme.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	5.01 Read and analyze various literary works by: <ul style="list-style-type: none"> interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery. understanding the importance of tone, mood, diction, and style. 	CCSS includes the impact of word choice on the text as a whole.
		5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 5.01 Read and analyze various literary works by: <ul style="list-style-type: none"> understanding the importance of tone, mood, diction, and style. 4.02 Read and critique various genres by: <ul style="list-style-type: none"> judging the impact of different stylistic and literary devices on the work. 	CCSS looks at the impact of author's choices on the text as a whole.
		6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience: <ul style="list-style-type: none"> an awareness of how personal and cultural influences affect the response. 	CCSS includes world literature in English I.



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			5.01 Read and analyze various literary works by <ul style="list-style-type: none">explaining how point of view is developed and its effect on literary texts.	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Integration of Knowledge & Ideas	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment	5.01 Read and analyze various literary works by: <ul style="list-style-type: none"> making thematic connections among literary texts and media and contemporary issues. 4.01 Evaluate the effectiveness of communication by: <ul style="list-style-type: none"> comparing effective strategies used in different presentations/products. 	CCSS integrates the arts.
		8. Not applicable to literature		
		9. Analyze how an author draws on and transforms source material in a specific work	1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	CCSS is more specific with regards to the integration of source materials.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Range of Reading & Level of Text Complexity	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus	CCSS refers to the 9-10 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.
			5.02 Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. making inferences, predicting, and drawing conclusions based on text demonstrating comprehension of main idea and supporting details 	
		2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. summarizing key events and/or points from text. 	CCSS encourages a rigorous understanding of main/central idea.
		3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> identifying and analyzing elements of informational 	CCSS emphasizes authors' craft.



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		drawn between them.	environment found in text in light of purpose, audience, and context.	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	2.02 Explain commonly used terms and concepts by: <ul style="list-style-type: none"> classifying the terms and identifying distinguishing characteristics. 4.02 Read and critique various genres by: <ul style="list-style-type: none"> judging the impact of different stylistic and literary devices on the work. 	
		5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	CCSS looks closely at idea development.
		6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	CCSS more rigorous and analytical treatment of author's purpose



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. making connections between works, self and related topics. analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	
		8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	3.01 Study argument by: <ul style="list-style-type: none"> examining relevant reasons and evidence. noting the progression of ideas that substantiate the proposal. analyzing style, tone, and use of language for a particular effect. identifying and analyzing personal, social, historical, or cultural influences contexts, or biases. identifying and analyzing rhetorical strategies that support proposals. 	CCSS includes determining valid sources as well as fallacious reasoning
		9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:	



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		Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	<ul style="list-style-type: none">identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Range of Reading & Level of Text Complexity	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus.	CCSS refers to the 9-10 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability.
			3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus.	
			4.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus.	



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Strand	Cluster	Standard	Objective	Comments
Writing	Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	3.02 Express an informed opinion that:	CCSS very specific with regards to the process of writing an argument.
		a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or	• states clearly a personal view. • is logical and coherent. • engages the reader's interest or curiosity. 3.03 Support that informed opinion by: • providing relevant and convincing reasons. • using various types of evidence, such as experience or facts. • using appropriate and effective language, reasons, and organizational • structure for the audience and purpose. • demonstrating awareness of the possible questions, concerns, or counterarguments of the audience.	



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		section that follows from and supports the argument presented.		
		2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style	2.02 Explain commonly used terms and concepts by: <ul style="list-style-type: none">clearly stating the subject to be defined.classifying the terms and identifying distinguishing characteristics.organizing ideas and details effectively.using description, comparison, figurative language, and otherappropriate strategies purposefully to elaborate ideas.demonstrating a clear sense of audience and purpose.	CCSS very specific with regards to a writing process and includes all types of informational and explanatory writing.



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		and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
		3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from	1.01 Narrate personal experiences that offer an audience: <ul style="list-style-type: none"> • scenes and incidents located effectively in time and place. • vivid impressions of being in a setting and a sense of engagement in the events occurring. • appreciation for the significance of the account. • a sense of the narrator's personal voice. 	CCSS is very specific and addresses a writing process.



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		and reflects on what is experienced, observed, or resolved over the course of the narrative.		



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Writing	Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6.01 Demonstrate an understanding of conventional written and spoken expression that: <ul style="list-style-type: none"> • uses varying sentence types (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect. • selects verb tense to show an appropriate sense of time. • applies parts of speech to clarify and edit language. • addresses clarity and style through such strategies as parallelism; appropriate coordination and subordination; variety and details; appropriate and exact words; and conciseness. • analyzes the place and role of dialects and standard/nonstandard English. • uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words. 	
		5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	6.02 Discern and correct errors in spoken and written English	CCSS emphasizes a writing process.
		6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information		CCSS addresses the publication piece of the writing process. New expectation in the CCSS.



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		flexibly and dynamically		



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Writing	Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question	CCSS is more specific with regards to student research goals.
		8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by: <ul style="list-style-type: none">deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media.prioritizing and organizing the information.incorporating effective media and technology to inform or explain.reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.	CCSS includes citing sources and avoiding plagiarism.
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how	2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none">providing textual evidence to support understanding of and reader’s response to text. 5.03 Demonstrate the ability to read, listen to and view a	



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		<p>Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>variety of increasingly complex print and non-print literary texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none">• providing textual evidence to support understanding of and reader’s response to text.	



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Writing	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		CCSS specifies writing routinely over extended and shorter time frames. New expectation in the CCSS.



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Strand	Cluster	Standard	Objective	Comments
Speaking and Listening	Comprehension and Collaboration	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse</p>	<p>1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:</p> <ul style="list-style-type: none"> an understanding of the student’s personal reaction to the text. a sense of how the reaction results from a careful consideration of the text. <p>3.02 Express an informed opinion that:</p> <ul style="list-style-type: none"> states clearly a personal view. is logical and coherent. engages the reader’s interest or curiosity. 	CCSS delineates the specifics for meaningful collaborative discussions.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
		perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		
		2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		New expectation in the CCSS.
		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence	3.01 Study argument by: <ul style="list-style-type: none"> analyzing style, tone, and use of language for a particular effect. identifying and analyzing personal, social, historical, or cultural influences contexts, or biases. identifying and analyzing rhetorical strategies that support proposals 	



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English I

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Strand	Cluster	Standard	Objective	Comments
Speaking and Listening	Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by: <ul style="list-style-type: none">reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.	CCSS provides more specific criteria that assist in developing writers’ craft and style.
		5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by: <ul style="list-style-type: none">incorporating effective media and technology to inform or explain.	
		6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6.01 Demonstrate an understanding of conventional written and spoken expression that: <ul style="list-style-type: none">analyzes the place and role of dialects and standard/nonstandard English.	CCSS more specific with regards to formal speech-making.



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English I

Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations 	6.01 Demonstrate an understanding of conventional written and spoken expression that: <ul style="list-style-type: none"> • addresses clarity and style through such strategies as parallelism; appropriate coordination and subordination; variety and details; appropriate and exact words; and conciseness. 	
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	6.02 Discern and correct errors in spoken and written English by: <ul style="list-style-type: none"> • editing for spelling and mechanics (punctuation and capitalization). 	



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English I

Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language	Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		New expectation in the CCSS.
		a. Write and edit work so that it conforms to the guidelines in a style manual e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.		



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English I

Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language	Vocabulary Acquisition and Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>6.01 Demonstrate an understanding of conventional written and spoken expression that:</p> <ul style="list-style-type: none"> uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words 	CCSS includes the use of reference materials to inform vocabulary use and acquisition.



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Strand	Cluster	Standard	Objective	Comments
		5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	5.01 Read and analyze various literary works by: <ul style="list-style-type: none">interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.	CCSS includes nuances in word meanings.
		6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		New expectation in the CCSS.